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ABSTRACT

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of the food and nutrition component of a course in consumer education and homemaking for grades 10 to 12. The guide consists of a course description; general course objectives; a course content outline; and lists of recommended textbooks, curriculum guides, and audiovisual materials. Addressed in the course content outline are the following topics: career opportunities in food and nutrition, the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), nutrition, social and psychological aspects of food, sanitation and safety, management and consumer decisions, and procedures for preparing and serving food. (MN)

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CONSUMER AND HOMEMAKING

FOOD AND NUTRITION

SCOPE AND SEQUENCE

VOCATIONAL EDUCATION

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METROPOLITAN NASHVILLE PUBLIC SCHOOLS · EDUCATION FOR FREEDOM ·

Metropolitan Public Schools

Nashville Davidson County, Tennessee

Charles O. Frazier, Director

FOREWORD

This scope and sequence guide, developed for the Food and Nutrition Vocational Education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It is a direct result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. An articulated vocational curriculum allows a student to move from one level of instruction to the next without repeating learning tasks already mastered, and without experiencing gaps in the presentation of relevant instructional material.

A goal of this curriculum effort is to provide teachers a usable guide based on input from the teachers. The initial step was an identification of course content, with all teachers having an opportunity to contribute. What follows is a publication using the teachers' contributions: a sequential listing of objectives and skills for each program offering.

This guide does not include all specific resource materials that may be used to assist students in acquiring minimum competencies. It is to serve as a guide for the sequence of course content and scope of what is to be taught. This guide content is extremely important and its use is encouraged. The suggested competencies and resource materials allow instructors an opportunity to be creative and resourceful in meeting the needs of individual programs and students.

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INTRODUCTION

This Food and Nutrition Guide was developed to be used by Consumer and Homemaking teachers for grades 10-12. The instructional content is designed for eighteen weeks of study with no prerequisite requirements. Material was developed from adopted textbooks, curriculum guides and other resources. The guide serves as a framework around which the teacher may develop instructional experiences and activities designed for the specific needs of each student.

COURSE DESCRIPTION

This semester program emphasizes sound nutritional practices as the basis of good health. Study includes basic nutritional needs, planning and preparation of family meals, management for efficiency and economy, safety and sanitation in food handling, and selection, use and care of equipment.

GENERAL COURSE OBJECTIVES

1. To apply nutrition principles
2. To make wise decisions in planning, preparing and serving food
3. To recognize the contribution food makes to social occasions
4. To demonstrate good management skills in purchasing, preparing and storing food
5. To apply acceptable standards of sanitation and safety to food practices
6. To demonstrate skills in efficient selection, use and care of kitchen equipment

COURSE CONTENT FOR FOOD AND NUTRITION

(It is necessary for the teacher to decide how much time to spend to dovetail nutrition and food preparation.)

I. Orientation to Food and Nutrition (1 week)

Specific objectives:

To identify course requirements and expectations
To follow class rules and procedures
To recognize and locate laboratory equipment and supplies
To identify career opportunities in food and nutrition

A. Get-acquainted activities

1. Mixers

2. Personal data forms

B. Course expectations and departmental procedures

1. Food and nutrition texts

2. Class and laboratory rules

3. Laboratory equipment and supplies

C. Job and career opportunities

1. Available jobs

2. Job descriptions and requirements

II. FHA/HERO (1 week)

Specific objectives:

To present facts about history and organization of Future Homemakers of America
To participate in FHA/HERO on a class and/or chapter level

A. Orientation

1. Purpose

A. Orientation continued:

2. Creed

3. History

4. Colors

5. Emblem

6. Flower

7. Banner

B. Organization

1. Parliamentary procedures

2. Election and duties of officers and committees

3. Program planning

4. Affiliations

C. Activities

1. Meetings—local, subregional, state, cluster, national

2. Service projects

3. School and community involvement

4. Proficiency events

III. Nutrition (4 weeks)

Specific objectives:

To apply nutrition principles
To recognize low and high caloric foods
To identify the basic nutrients and their sources
To list food habits that affect personal nutrition

A. Food groups and personal nutrition

B. Nutrients: functions and sources

III. **Nutrition continued:**

C. Nutrition and life cycle

D. Weight control

E. Food fads, fallacies and fad diets

F. Food labeling

G. Meal planning

IV. **Social and Psychological Aspects of Food (2 weeks)**

Specific objectives:

To describe contributions of food to social occasions
To explain the relationship between emotional stress and food consumption
To identify factors which affect eating habits
To apply art principles to the service of food
To identify and demonstrate acceptable table setting and service
To demonstrate a knowledge of acceptable table manners

A. Hospitality and food

B. Food and emotions

C. Food habits and customs

D. Meal patterns

E. Aesthetic aspects of foods

F. Table setting

G. Food service

H. Etiquette

V. **Sanitation and Safety (1 week)**

Specific objectives:

To apply acceptable standards of sanitation and safety to food practices
To demonstrate proper and safe use and care of appliances and equipment

V. **Sanitation and Safety continued:**

A. Sanitation procedures

B. Cleanliness

C. Dishwashing

D. Safety practices

E. Food storage

VI. **Management and Consumer Decisions (2 weeks)**

Specific objectives:

To make decisions in planning, preparing and serving food
To organize activities for food preparation
To develop work/time schedules
To identify sources of consumer information
To read labels
To calculate food costs

A. Decision-making

B. Planning and goal setting

C. Food costs

D. Quality grading

E. Seasonal foods

F. Processed foods--fabricated, convenience

G. Labeling information

H. Advertisements

I. Hidden food costs

J. Marketing

K. Efficient work-time schedules

L. Dovetailing activities

VI. **Management and Consumer Decisions continued:**

M. Energy and equipment

VII. **Preparing and Serving Food (6 weeks)**

Specific Objectives:

To demonstrate skills in preparing and serving food
To recognize quality food products

A. Cooking terminology

B. Measuring

C. Recipes

D. Market order

E. Equipment selection

F. Equipment care and use

G. Menu writing

H. Fruits, vegetables, salads

I. Breads and cereals

J. Eggs and cheese

K. Meat and poultry

L. Desserts

M. Foreign and ethnic foods

N. Appetizers

O. Garnishes

VIII. **Tests, Review and Examinations (1 week)**

RESOURCE MATERIALS

Textbooks

Brinkley, Jeanne Hayden, et al. Teen Guide to Homemaking. New York: Webster Division, McGraw-Hill Book Company, 1977.

Kowtaluk, Helen, and Kopan, Alice O. Food for Today. Peoria, Illinois: Charles A. Bennett Company, Inc., 1977.

Largen, Velda L. Guide to Good Food. South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1984.

*Medved, Eva. The World of Food. Lexington, Massachusetts: Ginn and Company, 1984.

Ohl, Suzanne Sickler, et al. Guide to Modern Meals. New York: Webster Division, McGraw-Hill Book Company, 1985.

White, Ruth Bennett. You and Your Food. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979.

White, Ruth Bennett. You and Your Food. Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1976.

* Basal text

Curriculum Guides

Food and Nutrition. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1980.

Audio Visual

Filmstrips

American Ethnic Food Series, Butterick Publishing Company

Careers in the Food Industry, Maclean Hunter Learning Resources

RESOURCE MATERIALS continued:

Filmstrips continued:

Celebrate with Cake, General Mills Company

Choices for a Lifetime, Cereal Institute

Concepts in Focus Program, Butterick Publishing Company

Cookie Craft, General Mills Company

Eggs, Tennessee Department of Agriculture

Food Additives—Helps or Hazards, Nashville Electric Service

Food and Nutrition Series, Butterick Publishing Company

Foreign and Ethnic Cooking Series, Nashville Gas Company

Foreign Food Series, Maclean Hunter Learning Resources

Homemade Breads, General Mills Company

How to Lose Weight, Sunhurst Communication

Kitchen Planning, Nashville Electric Service slides

Let's Talk Turkey, Turkey Producers

Meat Series, Swift and Company

Periodicals

Better Homes and Gardens

CO-ED

Good Housekeeping

Ladies Home Journal

McCall's

Periodicals continued:

Seventeen

Seventeen at School

Southern Living

Today's Health